

Tennessee Tech University
Lesson Plan Template

Name: (2 points) Date: Lesson Title: Grade Level: Length of Lesson (Minutes):	
Standards	
<ul style="list-style-type: none"> Include the number and the entire standard. For any portions of the standard not addressed, format the color of the font to gray 25%. Use the CCSSM content standards and MPs (3 points) 	
Central Focus of Unit/Learning Segment	
<ul style="list-style-type: none"> The single instructional theme across the planned learning segment that is aligned with content standards and relevant learning objectives. List the topics for the unit this lesson would fit into (3-5 connected lessons showing a progression of learning; often related to a cluster of standards) (5 points) 	
Essential Understandings (3 points)	Essential Questions (3 points)
<ul style="list-style-type: none"> Concepts that point toward important transferable ideas that are worth understanding, even as they provide a means for exploring those ideas See the following link for examples of both essential understandings and essential questions: http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%A2.aspx 	A good essential question: <ul style="list-style-type: none"> Is open ended; that is it typically will not have a single, final, and correct answer Is thought provoking & intellectually engaging often sparking discussion & debate Calls for higher order thinking such as analysis, inference, evaluation, prediction It cannot be effectively answered by recall alone Points toward important, transferable ideas within and sometimes across discipline Raises additional questions and sparks further inquiry Requires support and justification, not just an answer Recurrs over time; that is, the question can and should be revisited again and again

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Lesson Objectives (3 points)

- Observable statements that specify what students will be able to do at the conclusion of a lesson.
- Such objectives should be aligned with relevant content standards and should include verbs that allow for measurement of students' achievement of the desired outcome.
- At least one of the objectives should use the language function below as the verb.

Language Demands

Language Function (2 points) & Key Learning Task (2 points)

- Identify a language function central to the learning segment.
- Describe key learning task that provides students with the opportunity to practice using it.
- A language function is the purpose for using language in the learning task or what students will use the language to do; it's typically represented by an action verb in the lesson objective.
- Examples of language functions include, but are not limited to:
 - analyze
 - argue
 - categorize
 - compare/contrast
 - describe
 - explain
 - interpret
 - justify
 - model
 - predict
 - question
 - retell
 - summarize

Content/Academic Vocabulary (3 points)

- List and define the content vocabulary taught in the lesson (in developmentally appropriate language)

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Discourse & Syntax

Describe how students will use one or both of the following. Include language that you will expect students to use verbally and in written form.

- Discourse (how students use written and oral language to communicate in knowledge construction in ways specific to discipline) (2 points)
- Syntax (set of written conventions specific to discipline for organizing symbols, words, & phrases together into structures, for example, sentences, formulas, staves in music, etc.) (2 points)

Supports (3 points)

- What opportunities AND supports will you provide for students to use the language function, practice and apply content language/academic vocabulary, and integrate discourse and syntax?
- Describe how you & students will use these supports. (i.e., graphic organizer, anchor chart, foldable, chart, model, word wall, and strategies such as think, pair, share, etc.).
- Consider how you will use/differentiate these supports to meet the needs of learners with different levels of language learning.

Materials/Resources

Teacher (2 points)

What do you need for this lesson? Attach a copy or provide a link to all handouts.

Students (2 points)

What do they need for this lesson? Attach a copy or provide a link to all handouts.

References (2 points)

- List the sources used in this lesson for activities, vocabulary, rationale, theory, misconceptions, etc.
- URLs
- Bibliographic information

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Adaptations to Meet Individual Needs (5 points)

- How will you adapt the instruction to meet the needs of individual students?
- Not what-if scenarios
- Actually pieces used in the procedure of the lesson

High-Level Learners:

On-Level Learners:

Struggling Learners:

English Language Learner:

- What other individual needs of the students/class you are teaching should be considered?

Management/Safety Issues (3 points)

- Describe any management and/or safety issues that need to be considered when teaching the lesson.
- What supports and behavioral management strategies are you providing to your students to facilitate a smooth and structured lesson?
- Provide classroom-wide strategies as well as those needed for specific students.

Rationale/Theoretical Reasoning

Rationale (5 points)

- Describe suggestions and research-based best practices for teaching the specific content in your lesson.
- This should not be generic information that could be applied to any lesson.
- The textbook and the CCSSM flipbooks are excellent resources!

Theory (3 points)

- Include a description of the theory,
- how it specifically applies to your lesson,
- referring to theorists such as Piaget, Vygotsky, Dewey, Gardner, etc.

Common Misconceptions or Difficulties (5 points)

- What are some common areas in which students are likely to have misconceptions or difficulties pertaining to the specific content that you are teaching?
- The textbook and the CCSSM flipbooks are excellent resources!

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Assessment/Evaluation Criteria

Formative Assessment (6 points)

- A range of assessment procedures used by teachers DURING the learning process in order to modify teaching and learning activities to improve student achievement occurring throughout the lesson.
- Minimum of 3
- Must be thoroughly described as used in the lesson – not just a list of assessments
- Resources include: your textbook, FACTs book, handouts from class, and the internet

Summative Assessment (4 points)

- Summative assessments occur AT THE END of the lesson to determine what students know and do not know.
- What evidence will you collect and how will it document individual student learning/mastery of lesson objectives?
- Include evaluation criteria such as a checklist, rubric, answer key, % earned for proficiency, mastery, etc.
- Attach copies of any documents that will be used as evidence.
- Look back at your objectives!

Academic Feedback (3 points)

- Based on your formative and summative assessments
- How will you monitor and/or give academic feedback?
- How will students use the academic feedback?
- What opportunities are you giving students to use academic feedback?
- Not just number right/wrong
- Not just a numerical grade or sticker
- Something positive, something to work on, and a strategy to work on it

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Instruction <ul style="list-style-type: none"> • Include a suggested time for each major activity in the plan below. • Be sure to include both formative and summative assessment within your instructional plan. • This plan should be highly detailed and carefully sequenced with information so that another teacher could implement your plan. • The plan explains both student and teacher actions. 	Higher-Order Thinking Questions <ul style="list-style-type: none"> • Identify high-order thinking questions that cannot be answered with a yes or no. • Should be aligned to standards and objectives • Should match up with the lesson procedure
Set/Hook/Motivator (Before) (9 points) <ul style="list-style-type: none"> • This brief section at the beginning of the lesson grabs the students' attention and focuses their thoughts on the learning objectives by utilizing knowledge of students' academic, social, and cultural characteristics. • Activate useful prior knowledge. • Be certain the problem is understood. • Establish clear expectations. 	
Instructional Procedures (During) (9 points) <ul style="list-style-type: none"> • This is the body of the lesson plan • It is the way in which information is shared with students and the methods used to help them assume a level of mastery of that material. • Let go! Avoid stepping in front of the struggle. • Notice student mathematical thinking. • Provide appropriate support. • Provide worthwhile extensions. 	
Closure (After) (9 points) <ul style="list-style-type: none"> • The closure provides an opportunity for STUDENTS to demonstrate that they've met the learning objectives for the lesson by actively engaging in a short task and discussion. • Examples of tasks include exit tickets, think-pair-share, use of clickers, etc. The closure can include your summative assessment. • Encourage a community of learners. • Listen actively without evaluation. • Summarize main ideas and identify future problems. 	